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Editorial Comment and News Notes

REORGANIZATION OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

The State Board of Education, meeting in Sacramento on October 6, 1945, approved a reorganization of the State Department of Education, consolidating into six divisions the various functions and services of the Department. The action was taken on recommendation of the late Walter F. Dexter, then Superintendent of Public Instruction.

Five new divisions were established, which have subsequently been named as follows: Division of Departmental Administration; Division of Instruction; Division of Public School Administration; Division of Special Schools and Services; and Division of State Colleges and Teacher Education. The sixth division is one that had been created by law, The Division of Libraries (State Library).

The reorganization was planned following publication of *The Administration, Organization and Financial Support of the Public School System, State of California*, the report prepared under the direction of Dr. George D. Strayer for the State Reconstruction and Re-employment Commission in 1945. In the General Session of the Legislature, 1945, Assembly Constitutional Amendment 18 was passed and was submitted to, and approved by, the electorate on the ballot at the general election in November, 1946, as Proposition 9. This amendment authorized the State Board of Education to appoint, on nomination by the Superintendent of Public Instruction, three associate superintendents of public instruction and one deputy superintendent of public instruction, exempt from civil service, to serve in office for terms of four years from the date of appointment.

The Superintendent of Public Instruction has in addition under existing law the authority to appoint one deputy superin-

tendent of public instruction, who serves at the Superintendent's pleasure.

These provisions make it possible for the Superintendent of Public Instruction and the Board of Education to secure the best available personnel to head the reorganized major divisions of the Department of Education. Assignment of functions and services to the reorganized divisions of the Department of Education was planned by the Superintendent and a staff committee, with the assistance of the State Department of Finance and the State Personnel Board. The new divisions, with functions comprised by each, are listed in the following paragraphs.

Division of Department Administration

Office management; personnel records; department accounting office; office of the legal adviser; office of the assistant to the Superintendent of Public Instruction, Los Angeles; research; information.

This division is under the Superintendent of Public Instruction with a deputy superintendent directly in charge.

Division of Instruction

Elementary education; secondary education (including junior colleges and aviation education); adult education; continuation education; parent education; vocational educational services including agricultural education, homemaking education, business education, occupational information and guidance, and trade and industrial education; health education, physical education, and recreation; audio-visual education; and special education including education for the hard of hearing, education of physically handicapped and mentally retarded children, correction of speech defects and disorders, and mental hygiene.

This division is headed by an associate superintendent.

Division of Libraries (State Library)

Previously established by law, responsibilities of this division include maintenance of the State Library; law library; government documents; California collection; service to the blind; loan system to schools, through county libraries; interlibrary loan service.

This division is under supervision of the State Librarian, an office filled on appointment by the Governor.

Division of Public School Administration

School accounts and records, including apportionment of school funds; school planning; textbooks and publications; child care centers; child welfare and attendance; Indian education; readjustment education for veterans; school lunch program; state educational agency for surplus property.

This division is headed by an associate superintendent.

Division of Special Schools and Services

California School for the Deaf, at Berkeley, and, on completion of a building program, at Los Angeles; California School for the Blind; centers for the adult blind; the state vocational rehabilitation program; schools for cerebral-palsied children, in northern and in southern California; and the 24-hour academies for neglected and dependent children, authorized by the Legislature, 1947, but not yet established.

This division is headed by a deputy superintendent appointed directly by the Superintendent of Public Instruction.

Division of State Colleges and Teacher Education

Recruitment, training, and placement of teachers; program of in-service training; issuance of credentials; supervision of state colleges; supervision of California State Polytechnic College; supervision of California Maritime Academy; accreditation.

This division is headed by an associate superintendent.

The following have been appointed to fill the deputy and associate superintendencies:

AUBREY A. DOUGLASS, Associate Superintendent; Chief,
Division of State Colleges and Teacher Education

RALPH R. FIELDS, Associate Superintendent Chief, *Division of Instruction*

GEORGE E. HOGAN, Deputy Superintendent of Public Instruction; Chief, *Division of Departmental Administration*

HERBERT R. STOLZ, M.D., Deputy Superintendent; Chief, *Division of Special Schools and Services*

FRANK M. WRIGHT, Associate Superintendent; Chief *Division of Public School Administration*

MABEL R. GILLIS, *State Librarian*, has charge of the Division of Libraries (State Library). She has held this position since her first appointment by Governor C. C. Young in 1930, her present appointment by Governor Earl Warren dating from October 18, 1943.

All civil service personnel in the Department of Education have been retained in the fields in which the individuals concerned are qualified to give most effective service.

The names of the various units and services within the new divisions and the titles for many of the positions heading these units have been changed. For the information and convenience of persons corresponding with the department, a complete list of subdivisions and staff members is printed twice yearly in *California Schools*.*

STATE PUBLICATIONS OF INTEREST TO ELEMENTARY SCHOOL TEACHERS

Education for Safety: A Handbook for Teachers. Consisting of Material Prepared by the California State Curriculum Commission's Workshop on Education for Safety at Claremont College and a Report by the California Interscholastic Federation on "Safety in the Physical Education Program." Bulletin of the California State Department of Education, Vol. XVI, No. 5, December, 1947. Pp. iv + 96.

This bulletin has been issued to aid teachers in developing the idea of safety as it relates to other subjects being taught. It points out that safety should not be a separate subject but can be effectively presented in connection with many topics.

An introductory chapter of general information on safety education is followed by one on "Traffic Safety," presenting the problems of the pedestrian, giving a check list to help him avoid accidents and three sets of safety rules for the passenger in bus or streetcar, the roller skater, and the cyclist, all of which are specifically applicable to elementary school pupils. Chapter III discusses the placement of safety education in the primary grades, the intermediate grades, and in the secondary school and

* The most recent listing appeared in *California Schools*, XIX (April, 1948), 105-117. A limited number of reprints of the list are available in the Bureau of Textbooks and Publications.

reprints the eight steps recommended by the National Safety Council under "What to Do When Accidents Happen at School."

Copies of the bulletin are distributed to city and district superintendents of schools for teachers and supervisors in their systems and to county superintendents of schools for redistribution to schools and districts not employing superintendents.

Gary Grows Up: Story of a Cerebral Palsied Child. Prepared by Romaine P. Mackie and Eva G. Hanson. Art contributed by Walt Disney Studios. Sacramento: California State Department of Education, 1948. Pp. 38.

This publication tells a story in words and pictures of Gary, a cerebral palsied child, giving details of his education from the age of three, when he is a chairbound cripple, to the age of 21 when he has become a self-supporting, confident young man. The booklet is liberally illustrated by drawings contributed by the Walt Disney Studios. It presents far more effectively than words could do alone the program for co-operation of the state departments of education and public health with the public schools to train and educate such misunderstood children.

Teachers and others who are interested in this problem can secure single copies of the bulletin by addressing requests to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14.

Handbook of Information for the Hard of Hearing. Compiled and arranged by Charles G. Bluett, Bureau of Vocational Rehabilitation, State Department of Education. Sponsored by California State Department of Public Health and California State Department of Education, 1947. Pp. viii + 152.

This publication is the result of a widespread and urgent demand created by the issuance in 1942 of its predecessor, *Handbook of Information for the Hard-of-Hearing Adult*, which met with such enthusiastic response that the edition was soon exhausted.

Part I of the new bulletin is a revision and amplification of the original handbook. Part II consists of new material added to assist the agencies and individuals that are dealing with hard-of-hearing children as well as adults. It includes articles on the following topics:

"Audiometry in California," by Donald M. Caziarc, Hearing Conservation Specialist, State Department of Public Health

"Speech and Speech-Reading Programs for Hard-of-Hearing Children in the Schools," by Vivian Lynndelle, Supervisor of Speech and Hearing, Alameda Public Schools

"Suggestions for Parents of Hard-of-Hearing Children," by Mrs. Katharine Sutter, Director, Physically Handicapped, San Francisco Public Schools

"The Classroom Teacher and the Student with a Hearing Loss," by Corinne Howe Bryce, former Consultant in Education of the Hard of Hearing, State Department of Education. (This article first appeared in the *California Journal of Elementary Education* for August, 1947.)

"Otolological Diagnostic Clinics of California," by W. D. Currier, M.D., Pasadena.

The 20-page bibliography devotes three pages to the hard-of-hearing child.

This publication is available for reference in many school libraries and public libraries. Copies will be sent without charge on request from public school personnel engaged in the teaching of handicapped children. Requests should be addressed to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, California.

California Centennials. Official News Letter, California Centennials Commission.

The California Centennials Commission, a five-man commission appointed by Governor Earl Warren, has commenced the publication of an official newsletter to bring to Californians a report on the plans, policies, and activities of the Commission and its operating staffs in San Francisco and Los Angeles.

Joseph R. Knowland, publisher and historian of Oakland, is chairman of the Commission. Willard W. Keith of Los Angeles is vice-chairman. The other members are J. W. Mailliard, Jr., of San Francisco, John Lawrence Cox of San Diego, and Robert R. Burns, president of the College of the Pacific. A 25-member Centennials Advisory Committee,¹

¹ Members of the CENTENNIALS ADVISORY COMMITTEE, the organizations they represent, and their addresses are as follows:

SHERIFF EUGENE W. BISCAILUZ, Native Sons of the Golden West, County Court House, Los Angeles, *Chairman*;

WALTER GIBSON, Junior Governor, Loyal Order of Moose, 1315 Wellington Street, Oakland, *Vice-chairman*;

ROGER J. STERRETT, President, Historical Society of Southern California, 4612 Welch Place, Los Angeles 27, *Vice-chairman*;

ANSON S. BLAKE, President, California Historical Society, Arlington Avenue and Rincon Road, Berkeley;

HERBERT E. BOLTON, Professor Emeritus of History, University of California, Berkeley;

MRS. J. C. BRADBURY, President, California Federation of Women's Clubs, 1116 K Street, Modesto;

EDWIN L. CARTY, Mayor of Oxnard; President, League of California Cities; P. O. Box 547, Oxnard;

EARL L. COVEY, Grass Valley Days, 143 East Main Street, Grass Valley;

W. J. CRABBE, California Mission Trails Association, 348 Alvarado Street, Monterey;

Y. FRANK FREEMAN, Motion Picture Producers Association, Paramount Studios, 5451 Marathon Street, Los Angeles;

ALFRED GHIRARDELLI, President, Society of California Pioneers, 900 North Point Street, San Francisco 9;

state-wide in representation, has been named by the Governor to assist in planning the three-year program of centennial celebrations. George Heinz of San Francisco is executive secretary and Lloyd D. Mitchell is manager for southern California.

The inaugural issue of the *California Centennials* newsletter, Vol. I, No. 1, April 10, 1948, gives an outline of the three-year program that was officially opened with the celebration at Coloma of the 100th anniversary of the discovery of gold on January 24, 1848. It also presents a brief history of the Centennials organization, a summary of the enabling legislation, and a statement of the guiding principles of the Commission.

The second issue, Vol. I, No. 2, May 28, 1948, forecasts the reenactment of the Portolá trek from San Diego to San Francisco and reports progress in various counties toward programs for celebration of anniversaries of local historical events. A plan is described for providing centennial decorations at no cost to local communities, and for supplying decorated Gold Centennial floats for participation in civic commemorative parades. Also announced are the Centennial brochure that will describe state and local commemorative programs, a series of documentary films on California history to be made available to schools throughout the state, and a mobile caravan of steel buses that will carry exhibits of priceless historical documents to many California communities, giving thousands of citizens an opportunity to see at first hand historical papers and objects which record early California history.

Requests for information on the program and the publications of the California Centennials Commission should be addressed to the Commission in care of George Heinz, Executive Secretary, Ferry Building, San Francisco (Garfield 1-1948) or of Lloyd D. Mitchell, Southern California Manager, 1212 Wilshire Boulevard, Los Angeles (TRinity 7524).

FRANK J. HANAGAN, Knights of Columbus, 430 Coloma Way, Sacramento;
GEORGE C. HOBERG, President, Redwood Empire Association, Hoberg's, Lake County;
WILLIS O. HUNTER, Director of Athletics, University of Southern California, Los Angeles 7;
CHET HUNTLEY, Columbia Broadcasting System, 6121 Sunset Boulevard, Los Angeles;
WILLIS H. MARTIN, Retired Protestant minister, 437 Westminster Avenue, Los Angeles 5;
FRANK MOGLE, President, County Supervisors Association, 226 North Central, Chino;
WILLIAM G. PADEN, City Superintendent of Schools, Alameda;
PAUL REEVES, Secretary, Building Trades Council; Vice President, California Federation of Labor, 3585 Lyell, Fresno;
THOMAS L. STANLEY, General Manager, Shasta Cascade Wonderland Association, P. O. Box 151, Redding;
T. M. STORKE, Santa Barbara News Press, Santa Barbara;
MISS DORIS TREAT, President, Native Daughters of the Golden West, San Andreas;
G. W. WICKLAND, Vice President, Wells Fargo Bank, Market at Montgomery, San Francisco 20;
RAY WISER, President, California Farm Bureau Federation, 2223 Fulton Street, Berkeley;
MORRIS ZUSMAN, President, C.I.O. Council of Los Angeles, 307 South Hill Street, Los Angeles 13.

EDUCATION IS NEWS *

FRANK A. CLARVOE, *Editor, San Francisco News*

When asked for a title to this prospective flight of oratory, I suggested "Education is News." I should have added "and vice versa," for the profession of teaching and the profession of news gathering and publishing have much in common. I am referring to the modern practices of both.

Education need not have a building. It can be out in the open. So can the gathering and dissemination of news.

But education—modern education—does have buildings, and some are very fine. The newspaper business needs buildings, and some of those, too, are very fine.

Education needs people skilled in teaching. In the work of providing news, there must be skilled people. Both professions have them in varying degrees.

Modern education requires money to operate—lots of it. So does the newspaper business. You operate on a budget. So do we. You deal with parents and children of assorted ages. So do we.

The public school system of California has its source in Section 1 of Article IX of the state constitution: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement."

The essence of that dates back to the Constitution of 1849. The federal constitution is silent on the subject of education, but certainly its necessity is implied.

Freedom of the press as a people's right is assured by the first amendment to the federal constitution; and by Article I, Section 9 of the California constitution.

* Address delivered at the Conference of Secondary School Administrators, San Francisco, California, March 24, 1948; also appearing in *The Bulletin of the California Association of Secondary School Administrators*, XXIX (May, 1948), 11-14.

In California, then, freedom of education and of the press is a basic right of the people. That we share such a constitutional guarantee is another of our mutual advantages.

On that common interest, I suppose, is based much of our criticism of each other. We of the press are concerned that public education be expertly administered; that it be adequately housed; that teachers be properly equipped mentally and temperamentally for their jobs; that there be no favoritism; that the schoolroom produce young men and women equipped with the basic educational qualifications for useful citizenship.

You in turn are concerned that the objectivity with which you do or should encourage your students to view the affairs of life not be distorted by deficient, improper or slanted report of events; or by opinions heavily weighted with prejudice.

There is the mutual suspicion, too, which each has that the other often violates fundamental principle, or tangents off into transcendental practice.

I am suggesting in this general manner the kinship of formal education on the one hand, and provision of information and opinion by newspapers on the other, because while each should challenge the motives and methods of the other, in the public interest, there is much they can do together—also in the public interest.

The press is continually in the hair of education, at all levels. We want to know what is going on, who shall get certain appointments, what the budget is going to be for the ensuing year, where the new schoolhouse will be built, and why the superintendent's cousin Minnie or the school board member's niece got a coveted principalship.

We're after that sort of news because it's public business. The people pay the bill for public education, and are entitled to know what is going on. By popular consent, the newspapers have become vicars of responsibility in the collection and distribution of this and other kinds of news.

Sincere critics of education or those with personal axes to grind or hobbies to ride, at times dive into the pile of textbooks

or work pamphlets or reference lists and dredge up stuff calculated to reflect upon the judgment or motive—or both—of those to whom education has been entrusted.

Suddenly the schools find themselves on the defensive. Superintendents are called before grand juries or legislative committees to explain. Teaching methods are taken out and aired. Sentences and paragraphs are torn from context to be paraded to the scaffold of ridicule; or to be placed in the stocks for public disdain.

The newspapers pounce with varying energy upon such events as news and frequently play them up—sometimes quite properly so. The smooth functioning of human affairs makes dull reading, but when there's action of some sort especially upon such a potentially controversial front as education, the news hounds are in full cry and editors take their pens in hand. Frequently the whole business gets out of control—completely out of any sort of perspective, news or educational.

After the shooting and the shouting is over, some book or other is dropped from class or library and education seems to shrink within itself until somebody finds a pretext for another witch-burning.

That is where education makes its mistake. Either because educators are gun-shy or because some of them consider education in most of its aspects to be above reproach and so resent public contact and comment, little effective effort is made to develop better public relations; to prevent repetition of the witch-burning.

A young reporter for a paper in a small city nearby told me the other day that she had been "high-hatted" when she had had the temerity to try to "cover" a meeting of the Board of Education. To make her problem more difficult, and the news angle even more out of joint, she found that the wife of her publisher was on the school board.

The members of the board, including the publisher's wife, took time from the meeting to explain carefully and kindly that in due course such decisions of the meeting as the members

might consider proper for public consumption, would be handed out.

I don't know to what extent secondary school administrators attend to the care and feeding of school board members; or to what degree they keep their own sights adjusted in dealing with the public, but I do know that the impression is definitely abroad in the press that people in education—as in many other publicly supported fields—prefer to work in a vacuum. The press does not like the closed door reception, not only because a reporter has pride in getting a story, to be successful in carrying out his assignment; but also because he or she has a natural and inbred curiosity—which is what impels them to be newspaper people in the first place—to discover what is going on. If you think you've done something exciting by waving a red flag at a bull, just try hanging a "keep out" sign on the door to a meeting which is spending the taxpayers' money—and see what a good reporter will do. And his editor, if he has what he should have, not only will back him up in the first instance, but probably will come with him next time.

You may regard this criticism of educational administrative methods overdrawn or unkind. It may be completely uncalled for in a few instances. But my own experience has demonstrated that it is close to the mark for the whole target. There are little tricks and devices to excuse the star chamber session—I've been through it all right here in San Francisco—such alibis as "we're discussing personnel," or "this matter has not been brought to conclusion yet, and it is in the public interest that it be kept confidential"; or "this is a very delicate matter affecting a land deal and we can't discuss it publicly as yet." To which the reporter says or thinks "baloney!"

Just as I have been criticising some of the methods of the public education system, you of course haul the press over the coals. However, you do not have to read a given newspaper, or any newspaper at all if you don't care to do so. Newspapers prosper or die usually according to how well they do their job in the public interest. The familiar laws of economics take care

of them. But education is a *must*, as we say in our business; and most of our children must get theirs through the public schools, through the facilities authorized by state or local legislative bodies and financed from the public purse. Therefore the means and the method, as well as the desired result, are matters of popular concern. Logically, then, the things you do or do not do are news, and newspapers want to know all about them so that they in turn may inform the people, most of whom are too preoccupied with other matters to find out for themselves.

In addition to meeting a human need and satisfying a constitutional guarantee, the whole educational system and nearly all its various components are powerful administrative forces. They have great power in levying taxes; and in this state usually are not even responsible to local legislative authority. Members of school boards are insulated in one way or another from public action or resentment. The purpose is to keep them and the schools out of politics—that is, protected from contact with the common or “husting” types of politics. The politics *within* a school setup is of course on a much higher plane and in a polite and cultural atmosphere!

So the school system is a powerful government force and a necessary and vital part of our democratic way of life. The people in it are for the most part conscientious, hard-working and devoted professional people whose fervent and honest hope is to add something to the soul and mind and body of a child as he passes them on the educational assembly line. The press recognizes it as such a force for good, and is its vigorous champion. We would be even more effective in our practical sympathy if you gave us more of a chance.

It would certainly be in poor grace for me to have reviewed what the press considers to be some of the shortcomings of school administrative methods, as they affect our own operations, if I were not prepared to offer—in all practical humility and mindful of the beams in our own eyes—some suggestions toward better understanding between education and the press in the field of school news.

Full development of this field of news by the mutual efforts of the educational system and the press, for the enlightenment of the public, is important to you especially in times of stress and controversy. If the local editor has repeated opportunity to meet the district superintendent and school principals, as well as members of the board, and is given the chance to know some of the background of current problems, his newspaper will better serve both education and the community when an exceptional problem comes up or a crisis develops. It may even result in an editor beginning to understand the ways of a school board, which is often the victim of a Scylla and Charybdis operation—responsible for the general policy of education in a given district, yet usually unskilled in the technical aspects of education itself. If the editor does not initiate such a contact, the administrator should do so.

It may be that habitual contact between the school administrators and the press facilities of a community will indirectly result in gradual improvement of the caliber of school boards, whose members should be only those people who are devoted to the principles and practices of PUBLIC education. In any event, acquaintance among the parties entrusted by one means or another with community welfare is a good thing; acquaintance begets understanding with a high ratio of tolerance; so that conceivably when a book with some of the racy characteristics of "Forever Amber," or some volume mildly critical of our government or the free enterprise system, are found on a reference shelf, an editor might reply to the critic who discovered them: "Yes, I know about those books. So what?"

My own reaction was something like that during the controversy some years ago about the Rugg books, and later with regard to the *Building America* series. No official of the local school system had ever discussed them with me. Probably to do so never occurred to him. But in the ordinary course of things, I curled up with these books and could find little of importance to criticize. Perhaps the Rugg books were a bit too advanced for junior high school reference, but a competent

teacher could have taken care of whatever confusion a student might have suffered. I haven't yet caught up with the book which caused all the stir at Chico, although some of the passages—taken from context—made interesting reading.

The point of all this is that the press should be encouraged by educators themselves to avail itself of opportunity to know what textbooks or reference books are selected for school use. Especially should this be done when in the minds of those who select or use such books, there is the faintest suspicion that there will be reaction from some quarter. These are critical times, and people are touchy about their traditions and their institutions. I do not suggest that educators should not courageously try new methods, should not make full use of results proven effective in the laboratories of colleges of education. What I do mean is that there are smooth ways of doing things. (And there are irritating and self-defeating ways.) Sometimes the public can be properly prepared for what may at first glance appear to be an extreme step, by being currently informed through the press of prospective innovations. Educators thus invite suggestion and criticism before the event, not after it. The fine art of diplomacy need not be reserved for the rarified air of international affairs. Too often innovations in educational methods, or books which represent a tangent in concepts, receive more unfavorable reaction because the groundwork has not been laid, the public has not been prepared by preliminary report and discussion. We often get the impression that some "wise guy" in education, considering himself or herself to be the final authority and above popular criticism—the "we know what is best for you" school of thought and action—is trying to "slip over" some pet educational scheme or book or pamphlet. I don't suggest that anything actually deceitful is intended. But I do get the impression there is a feeling that "the public wouldn't understand," and so another fly is put in the ointment of education, another target is erected for somebody to shoot at.

If, however, by the exercise of ordinary methods of press and public relations, the school administrator has developed a

working relationship with the editors of his local papers, he can take up with them some matter about which he is uncertain, for the purpose of inviting reaction opinion. The school administrator can then still do as he and his board thinks best, regardless of whatever reaction might have been caused. But they must be prepared to take whatever consequences may ensue. If he does not take such a precaution, the administrator is doubly in jeopardy of ultimate suspicion and final confusion. In politics, this technique is sometimes called "the trial balloon."

The basis for a working understanding on these matters of high policy is not, however, reached in one leap. In addition to such matters as will interest the parent and taxpayer on the system level, there is a great deal of news available in a school district. You might consider it the newspaper's job to dig this stuff out and print it. But just as newspapermen are not educators, so educators may not be able to "smell" a news story in what may to you be a routine affair. Varsity sports events the newspapers will cover because they are of general interest, and are elemental in the first place.

But perhaps you have been developing a system of intramural sports which the community sports writer doesn't catch up with. You should see that he knows about it. There may be a good feature story there. Perhaps your senior class in physics has developed an exhibit of importance; or your chemistry laboratory teacher has discovered a student of unusual talent. Under the surface of activity having to do with the school play, the annual debating contest, or varsity athletics, many things are going on of prime interest to the majority of your students, and consequently to the majority of the community. You may be overlooking some good bets if you fail to encourage your local editor to seek news of that kind. Frequent visits to his office, or invitations to him to visit the school, will entice him to call more and more for that sort of local news. And local news is the backbone of any newspaper's report.

There is also a cute trick in the name of progress which some administrators have used to good advantage. This is the

"planted story" for purposes persuasive to school board action. You discover, for example, that you need certain equipment. The board is riding one of its waves of economy. Your chances are slight of getting it by direct recommendation to the board. But you encounter your newspaper editor and suggest there is a situation at the school which might bear looking into. If done in the right way, the editor—being a vain fellow, as most editors are—will believe he thought of it himself. He assigns a reporter, the checkup is made, the story appears, community interest is aroused; and your approach to the board is one of "well, of course, we do need it; but we were trying to save money, you know!" If that example suggests a harmless plot against a board of education, take it for what it may be worth.

Mr. Roy Simpson, the state superintendent of public instruction, on Monday gave this conference some good advice which fits in with what I have been attempting to say from the press point of view. He observed that the school system has been generously treated by the public purse during recent years, and warned against complacency. He suggested that such strong public support increases the responsibility of every teacher and administrator "for continued self-examination and self-criticism with respect to the program of education we are offering to the community through the community's children"; and that the people who run our schools must always be thoroughly prepared to "explain, defend or demonstrate" to the public the values of the educational program being offered. He urged that you ask yourselves constantly "is our educational program, our curriculum, preparing our youth for the kind of world they are inheriting from us?"

This earnest avowal of public responsibility is in a sense an answer to extreme critics who delight in painting educators as highly specialized theorists who function in a world all their own. But these critics you will always have with you—some tossing their wet blankets over the whole gamut of public education, others carefully selecting what they believe will be popular points of attack. And then there are those who, like me, con-

sider themselves honestly concerned for the welfare of education; and are hopeful that by constructive suggestion they can help the good work along.

Some of you may have for a long time been doing some of the things I have suggested here, and may have sound working arrangements with the press of your community. I would earnestly commend something of the sort to those who have not done so, to the end that you can do a better job for all the elements of your community; and will have stout support when the going gets tough.

PROVISIONS FOR IMMATURE FIVE- AND SIX-YEAR-OLDS IN CALIFORNIA SCHOOLS

DAVID H. RUSSELL, *University of California, Berkeley*, and Ruby L. Hill, *Principal, Washington School, Oakland*

THE PROBLEM

In one first-grade class, Bobby Smith cries a little when it is time for reading and says, "I hate reading. It is too hard." Bobby is not yet six years old and is small and timid. He just can't keep up with some of the older children in his class. In another town, Miss Brown and her principal are trying out a "junior first" class for five- and six-year-old children who do not seem ready for traditional school work. Miss Brown thinks the children are developing splendidly but her principal is worried because parents of some of the children complain they aren't learning anything. In still another town, Miss White has a group of young first-graders who work happily together and are learning many things which will be helpful when they begin the academic phases of school work. What can teachers and school systems do for young children in the early grades who do not seem ready for the usual school activities?

One of the clearest of current trends in education is the extension of public education systems both upward and downward. The growth of public junior colleges at one end of the system is matched, at the other end, by the increase of educational facilities for children formerly regarded as preschool children. These younger children are no longer confined to nursery schools or kindergartens but are now invading the first grade. A couple of generations ago, particularly in rural America, it was not unusual for children to be seven or eight years of age when they entered the first grade. Today the laws of California and a number of other states admit children to first grade at five and one-half years of age.

The admission of young, and sometimes immature, children to first and even second grades has brought new problems to most school systems. The best of teachers, in the best-equipped schools, have found themselves working with children who are simply unable to profit by procedures which formerly stimulated desirable development. Some teachers and schools have felt that the only solution to the problem is to return to the "good old days" of a generation or two ago when first-graders were old enough to learn their 3 R's without difficulty. Such a solution smacks of the late Henry Ford's nostalgia for the era his products helped destroy. Many more teachers and school systems are attempting positive measures to meet the new situation.

DESCRIPTION OF STUDY

This investigation is a study of the current positive measures taken by different California school systems to meet the problems of immature five- and six-year-olds in school. It reports the incidence of special programs in different types of schools, the percentages of first-graders in special programs, bases for selection of children in such groups, systems of promotion involving these groups, special curricular provisions for immature first-graders and other procedures and opinions related to special programs for immature children in primary grades.

The use of the term "immature" in the present study was dictated by lack of short and suitably descriptive other terms. It must be considered, not as a shortcoming of the child, but as a lack of readiness for traditional school learnings. The child here called "immature" may be well developed in emotional or physical traits, for example. Immaturity is mentioned in relation to typical school programs and it is equally correct to suggest that the children are entirely normal but that the school does not easily adapt itself to their needs and development status.

The problems created by immature five- and six-year-olds in school are relatively new and little professional literature exists concerning this subject. Most of the earlier writing in the field has dealt with the problem of the failure or promotion of these children beyond the first grade. As early as 1926, in a study of

the causes of failure Percival ¹ states that "The optimal age for entering Grade I should be scientifically determined." In a number of later articles Otto examines causes of failure. In one of these ² he points out that the chief criterion of promotion from kindergarten to the first grade is chronological age but the basis shifts and the chief criterion of promotion from the first to the second grade is reading ability and educational achievement. Otto is doubtful that the center of interest should shift from the child to "the organized machinery of the school." In another study of pupils in Minneapolis, Cutright and Anderson ³ believe that failure in the first grade represents in most instances "a failure not of the pupil but of the school." They state further, "A large number of the failing pupils should not have started reading when they entered the first grade . . . the curriculum should be so modified as to give such pupils educational activities other than reading."

A number of articles describe conditions and procedures in California schools. A chapter of the 1946 California Elementary School Principals' Yearbook touches on the problem.⁴ Hagaman ⁵ gives a rather complete account of "transition first grade classes" in Long Beach with procedures for admission, aims of the program, and many concrete suggestions about the curriculum for this special group. Earlier accounts by Jones ⁶ and by Wulfig ⁷ indicate possible adjustments in first-grade programs. Several school systems such as those of Los Angeles County and the City of Santa Barbara have mimeographed suggestions for their programs or evaluations of it. In California and many other

¹ Walter P. Percival, "A Study of the Causes and Subjects of School Failure." Unpublished doctor's dissertation, Teachers College, Columbia University, 1926.

² Henry J. Otto, "Implications for Administration and Teaching Growing Out of Pupil Failures in First Grade," *Elementary School Journal*, XXXIII (September, 1932), 25-32.

³ Prudence Cutright and Walter A. Anderson, "Experimental Study of Pupil Failures in First Grade," *Elementary School Journal*, XXXIV (April, 1934), 570-74.

⁴ David H. Russell and Others, "How Can the Principal Help Teachers to Meet the Needs of Children Beginning School?", Chapter 7 of *The Continuing Education of Teachers for Elementary School Service*, 18th Yearbook of California Elementary School Principals' Association, 1946. Distributed by Sarah L. Young, Parker School, Oakland.

⁵ Neva C. Hagaman, "Transition First Grade Classes and Their Values," *California Journal of Elementary Education*, XV (February-May, 1947), 171-92.

⁶ Beatrice A. K. Jones, "Adjusting First Grade Experiences to the Needs of the Individual Child," *California Journal of Elementary Education*, IV (May, 1936), 230-38.

⁷ Gretchen Wulfig, "We Study Our Primary Program," *Childhood Education*, XV (September, 1938), 14-19.

states, the extensive literature on reading readiness considers many of the problems appearing in this group of children.

The present study is a report of returns on a questionnaire sent to offices of 418 county, city, and district superintendents of schools. Replies were received from 271 of these offices^{*} or 65 per cent of the total. These replies were from 65 per cent of the county offices, 85 per cent of the city offices, and 61 per cent of the district offices.

RESULTS

One of the first questions asked was if the school system provided a special program for the more immature children entering first grade. Those answering were asked not to include in this reply a readiness program in use for part of a regular first grade. Table I suggests that slightly less than half the systems replying have a separate program for immature children and that the cities tend to have the program a little more frequently than do county or district school systems. Of the 271 school systems, 43 per cent have attempted to meet the problem of immaturity by some sort of special group which is given a special name in 64 per cent of the systems having such a group.

The commonest names for the special group were "junior primary," "preprimary" and "junior first," in that order. Other names for such a group mentioned more than once were "transition classes," "prefirst grades" and "readiness first grades."

Closely connected to the problem of creating special groups for immature primary children is the problem of promotion. If promotion is almost automatic (or approximately 100 per cent) in a school system, the need for some special provisions for the very immature may be felt more keenly by teachers of the intermediate and upper grades. The amount of retention in a first grade or special group may be affected, too, by whether or not promotion is in yearly intervals. Table I indicates that, in the

^{*} County superintendents of schools were asked to report for only those districts in their counties that do not employ city or district superintendents of schools. The term "county school system" as used in this report refers to those districts within a county that do not employ city or district superintendents of schools.

school systems responding, half-yearly promotion is the exception rather than the rule. Ninety-four per cent of the school systems reporting state that they promote pupils only once a year. Although this large percentage report promotions only once a year, it should be noted again that 43 per cent of the total group do have special programs for the immature child in the first grade.

TABLE I

FREQUENCY OF SPECIAL PROGRAMS FOR IMMATURE CHILDREN AND
HALF-YEARLY PROMOTION IN FIRST GRADES OF 271 CALIFORNIA
SCHOOL SYSTEMS

	County		City		District		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1. Have special program _____	11	30	26	47	79	44	116	43
2. Do not have spe- cial program _____	26	70	29	53	100	56	155	57
3. Have special name for group _____	6	56	21	81	47	59	74	64
4. Have mid-year promotion _____	0	0	11	20	5	3	16	6
5. Do not have mid- year promotion _____	37	100	43	80	174	97	254	94

Table II gives further information on the promotion plans of school systems which report a special program. The table reveals a variety of plans in operation with some overlapping between them. Spending three years in the first two grades is the method used in over half the school systems which have a special program. Seventeen school systems reported that they had eliminated grade barriers at the primary level.

One of the important problems connected with the administration of special groups for immature children is the selection of children for such groups. Returns on the questionnaire indicate that different school systems having such a group give a

TABLE II

PROMOTIONAL PLANS IN 116 CALIFORNIA SCHOOL SYSTEMS REPORTING
A SPECIAL PROGRAM FOR IMMATURE CHILDREN IN THE FIRST GRADE

Promotion plan	County	City	District	Total
1. Spend three years in first two grades	6	12	45	63
2. Grade barriers eliminated in first three grades	3	3	10	16
3. Repeat grade 1.....	0	0	12	12
4. Spend three semesters in grade 1....	1	5	2	8
5. In reading group within grade.....	0	0	6	6
6. Promotional plans not clear.....	1	0	3	4
7. Move on when ready.....	0	4	0	4
8. Attainment levels	0	2	1	3
9. Spend three or four semesters in grade 1	0	2	0	2
10. Spend two or three semesters in grade 1	0	2	0	2

range of from 5 per cent to 45 per cent of the total number of first grade children enrolled in these classes, with the median for the group at about 24 per cent of all the children. The specific bases for selection of children are given in Table III. The school systems report a total of sixteen different bases of selection with obvious overlapping among them. For example, the criterion mentioned the third most frequently, "social and emotional immaturity," is dependent upon the basis most frequently mentioned, teachers' judgments.

In addition to the selection of pupils, the other crucial problem in immature groups concerns the curriculum for such children. The only reason for having special first-grade sections is to provide a program better adapted to the needs and capacities of the children. Bringing down the traditional first-grade program is not an answer to the problem. The school systems replying to the questionnaire which have a special program in operation have attempted over a dozen different types of curriculum adjust-

ments summarized in Table IV. As in preceding tables, some of these must be regarded as overlapping items. The first item of a longer readiness program, for example, may include many of the other activities listed. Most of the items also seem suited to regular first-grade classes. Apparently there is little agreement about the unique features of a program for the immature five- or six-year-old in school.

TABLE III

BASES FOR THE SELECTION OF CHILDREN FOR SPECIAL PROGRAMS FOR
IMMATURE FIRST GRADERS IN 116 CALIFORNIA SCHOOL SYSTEMS

Base of selection	County	City	District	Total
1. Teachers' judgments	10	26	42	78
2. Reading readiness test	10	16	33	59
3. Social and emotional immaturity...	5	7	29	41
4. Mental maturity tests	6	14	19	39
5. Foreign language background	2	9	23	34
6. Chronological age	3	7	20	30
7. Physical development, health and attendance	3	5	11	19
8. Principal, supervisor, teacher, guidance director conference	3	2	5	10
9. Selection at end of trial period	0	2	4	6
10. No kindergarten training	0	0	6	6
11. Home background and environmental experience	2	1	1	4
12. Ability to read	0	0	3	3
13. Visual and hearing tests	0	2	0	2
14. Parent conference	0	1	1	2
15. Survey	1	0	0	1
16. Migrant children	0	0	1	1

A third crucial problem in the establishment of a special program at the beginning level is the acceptance by parents of the program. Sixty-eight per cent of the schools having such programs replied that they had no difficulty in "selling" their programs. However, most parents expect a school program to be

much like it was when they went to school and all want their children to succeed in the three R's and related learnings. The successful introduction of a program which delays some of the more formal aspects of school work is, accordingly, dependent upon the understanding and support of parents of first-grade pupils. Some of the methods used to inform parents about the program are listed in Table V. Again, a wide variety of procedures, including a few negative ones, seem to be in current use.

TABLE IV

CURRICULAR ADJUSTMENTS IN PROGRAMS FOR IMMATURE FIRST
GRADERS IN 116 CALIFORNIA SCHOOL SYSTEMS

Type of adjustment	County	City	District	Total
1. Longer readiness program.....	7	13	21	41
2. Enrichment of first hand experiences	3	8	10	21
3. More opportunity for oral language experiences	8	11	8	27
4. Teach English language.....	2	0	13	15
5. More emphasis on social studies—learning to live and work together	1	2	7	10
6. More activity	2	0	8	10
7. Advanced kindergarten or "glorified kindergarten"	0	5	4	9
8. More chart work on own experiences	0	4	3	7
9. Smaller classes—more individual attention	1	0	6	7
10. Emphasis upon dramatic play, art, science, rhythms, music.....	0	5	1	6
11. Manipulative experiences	1	3	0	4
12. Experience with books.....	0	2	0	2
13. Work adapted to level of maturity..	2	0	0	2
14. Experiences to develop visual and auditory discrimination	0	2	0	2
15. Americanization	0	1	0	1

TABLE V

METHODS USED TO INFORM PARENTS ABOUT AIMS AND PROCEDURES
OF SPECIAL FIRST GRADE PROGRAMS IN 116 CALIFORNIA
SCHOOL SYSTEMS

Method	County	City	District	Total
1. Conference with parents.....	10	18	35	63
2. Group meeting with parents.....	5	19	13	37
3. Class demonstrations	4	9	12	25
4. Study and discussion groups.....	5	8	4	17
5. Bulletins or letters to parents.....	2	6	8	16
6. Evidence that children are happy "sells" program	2	2	1	5
7. Radio, newspapers, and other agencies	1	2	1	4
8. "Sell" teacher on program.....	0	2	1	3
9. Report-card notes	0	2	0	2
10. Teacher and supervisor visit home	0	0	2	2
11. Bibliography placed in public library	1	0	1	2
12. Parents invited to in-service train- ing program	2	0	0	2
13. Public-relations book to parents....	0	1	0	1
14. Report card studied by teacher and parent	0	1	0	1
15. Special report card.....	1	0	1	2
16. Standardized test results given to parent	0	0	1	1
17. Point out advantage of a small group	0	0	1	1
18. Informal discussion with parents....	1	0	1	2
19. Children visit school with parent in spring before entrance.....	1	0	0	1
20. Questionnaire	1	0	0	1
21. Didn't try to sell—just put in course of study.....	1	0	0	1
22. Very little done NEGATIVE RESPONSES	0	0	5	5

TABLE V—Continued

METHODS USED TO INFORM PARENTS ABOUT AIMS AND PROCEDURES
OF SPECIAL FIRST GRADE PROGRAMS IN 116 CALIFORNIA
SCHOOL SYSTEMS

Method	County	City	District	Total
23. Parents told to keep children (immature) at home.....	1	0	1	2
24. Disapprove of newspaper publicity	0	0	1	1
25. Meeting kindergarten mothers be- fore junior primary unsuccessful— made parents anxious.....	0	0	1	1

ADDITIONAL COMMENTS

In addition to the quantitative findings of this study, a number of qualitative judgments and opinions are of interest. The importance of the whole problem is suggested by the following comment:

I believe that the problem of the insertion of an extra 'grade' between kindergarten and the regular first grade needs to be solved on principles other than the devices of individual districts. The problem is deep-seated and probably permanent.

Another large school system reports:

Experience over a period of about six years in has demonstrated that about 30 per cent of the children leaving kindergarten each year need the smaller classes and the greater individualization of instruction which is possible in the junior primary group . . . Boys outnumber the girls in referral—61 per cent of the group being boys and 39 per cent being girls.

In general, the school systems which have established special programs feel that they are successful. In some schools, a number of difficulties are suggested. Many of the schools reporting a program believe that it helps the immature make better progress later, that it decreases first-grade failures, and that children are happier in school. A number regard it as "an essential part" of the elementary school program. Other comments on the questionnaires indicated difficulties in establishing such a program. One county reports: "In a rural system such as ours we can't ask our teachers to take on the additional load of such special classes in our one-room multi-graded schools."

A reply from a city school system states that:

The only permanent solution to the present lack of agreement between entrance age to the first grade and the traditional content of first-grade education is the introduction of a longer kindergarten program . . . We have tried all plans for educating the public to an acceptance of a delayed introduction to reading. After twenty-five years of continuous and, I hope, intelligent effort, I for one am ready to say it is a hopeless task. Parents continue to expect and hope that their children will be given the opportunity to learn to read, write, etc. when they enter the 'regular' elementary school . . . Lengthening the period of kindergarten education from ages four to six . . . would enhance its position in every way.

Positive suggestions are made in other comments. One county program reports as follows:

All first-graders are considered junior primary. Those that are not able to go to the second grade at the end of the year are then promoted to the high first grade at the end of the term.

In a similar suggestion, one city says:

The prefirst plan seems not as successful as our former plan. Then all the children were *called* first grade, although grouped so those needing special readiness training were together. Those children especially weak in achievement who were also small and immature in other ways, were promoted to an advanced first in June after one year. Conferences were held with the parents of those children throughout the year so they felt the child needed another year for the first grade. The children passed to another room and were as happy as could be. The eight or ten were kept in a group and given different readers, etc., so neither child or parent felt the child was going over the same thing he had the year before.

Another city reports:

The first grades are flexible. Children in the transition group are shifted to other groups as their maturity level improves. Children in other groups may be shifted to the transition group if indicated. The teacher is a specially trained kindergarten person. Much time is spent on kindergarten activities and developing readiness.

These and similar comments indicate a wide variety of opinion about a special program for immature children but they also indicate a common concern with the problem and some positive attempts to meet it in California schools.

SUMMARY AND IMPLICATIONS

Replies from 271 California county, city, and district school systems, 65 per cent of the number to whom questionnaires were sent, indicate the incidence, administrative procedures, and curricular patterns of special programs for immature five- and six-

year-olds in school. Details of most of the findings are given here in five tables.

The results indicate that most school superintendents feel that the education of immature five- and six-year-olds presents a challenge to their teaching and administrative staffs. Forty-three per cent of the systems replying have set up some sort of special program, usually called "junior primary," "preprimary," or "junior first" classes. Ten different promotion plans are used for these groups but in over half the classes children spend three years in the first two grades. Children for these groups are selected on at least sixteen different bases, with emphasis upon teachers' judgments and readiness tests. Curriculum adaptations for the group vary greatly and seem to differ in degree rather than kind from the usual first grade program. The problem of parent support for such a program is recognized as crucial and over twenty different methods of gaining such understanding and support are being attempted. Different school systems seem to vary considerably in their philosophies about the desirability and practicality of such public relations programs.

Some of the implications of the findings of this study which need validation by further research are as follows:

1. Any effort at this time to raise the legal age of admission to first grade must be regarded as a negative approach unsuited to children's needs and to conditions in most modern communities. As suggested in a Los Angeles County bulletin, present legal provisions for entrance to school provide opportunities for health supervision, close co-operation with parents, opportunities for children to adjust to other children, experiences with impersonal authority and group direction, and the provision of common experiences to be shared by children with varying backgrounds. The problem is one of developing a program acceptable to parents and suited to young children, rather than returning to some version of "the good old days" when children entered the first grade at the age of seven or eight years.

2. Some California schools have had special programs for immature five- and six-year-olds for as long as ten years but the

time is probably not ripe for a rapid extension of this type of program in all California school systems. The program requires more child time in the elementary school and therefore more elementary teachers. Demands for more elementary teachers, with a somewhat specialized training and experience, would aggravate the present shortage of trained elementary teachers. Again, the positive approach to the problem is to develop more elementary teachers equipped to handle such special groups, but such ability and experience cannot be acquired by most prospective teachers in a few months. It would seem that most school systems who do not at present have such a program should move toward it slowly as teachers become available and interested in the problem and as school patrons see the need for such a program.

3. Although the first effect of such a program is to increase the number of elementary teachers in a school system, through it there is a possibility of improved adjustment of pupils to the curriculum in later grades which may lighten the burden of the teacher's work at these levels. Slow progress at first in academic learnings may mean greater progress later. The comment returned with one questionnaire put this fact in a correlative way by saying, "Through records kept in junior high school we have found that children of very high I.Q., but young for their grade, drop from above average in achievement in the seventh grade to below in the ninth."

This is not complete scientific evidence, but if it is agreed that fast-learning children should not reach high school too early, it would seem that slow-learners will profit as much or more from additional time spent in the primary grades.

4. Although careful preparation of school staff and community is essential, school systems with no kindergartens have a special responsibility for studying the needs of immature beginners and establishing some sort of special program to meet their needs.

5. This study indicates that there is a close connection between promotion systems and provisions for immature children

such as a "junior primary" class. Very few schools reporting have half-yearly promotion. If the aim is rapid progress through school, a system of half-yearly promotion would seem to have some advantages. However, the newer approach seems to be through flexibility in grouping, with easy shift from an immature group to a regular group or vice versa. In assigning pupils greater dependence is being placed upon teachers' judgments and a variety of objective and subjective measures. Many school systems need to develop a common philosophy regarding promotion practices, especially as they relate to immature children.

6. As in the case of promotion, there seems to be considerable uncertainty in the minds of school people about desirable curriculum practices for immature five- and six-year-olds. Adaptations of regular first-grade programs seem common. The problem of adaptation of kindergarten and first-grade practices, and experimentation with new or different practices, is a pressing one in many California schools.

7. Current uncertainty about curriculum practices and about methods of informing parents in regard to the special program underlines the need of leadership in planning for these children. The State now gives financial support to kindergartens. The time seems ripe for further support of the program through a statement of policy and by specific suggestions for such programs from our chief educational authority. In developing such a program the State Department of Education and other proper officials must have the active support of the California Teachers' Association, the California School Supervisors Association, the California Elementary School Principals' Association, the California Congress of Parents and Teachers, the Association for Childhood Education, and related organizations. A diluted first-grade program or a super-kindergarten program is not a complete answer to the problem.

IMPLICATIONS FOR ART IN THE GROWTH CHARACTERISTICS OF CHILDREN

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General agreement prevails on the part of educators and patrons of the public schools that the study of art embodies learnings of value and that it should be included in the school curriculum. However, divergent beliefs exist concerning the purposes and methods of art education. The terminology in reference to art is indeed so broad that understanding is not always achieved in discussing the subject.

Certain educators believe that art should be taught as a body of subject matter; others believe that appreciation of the artistic endeavors of the past should be the purpose of art education; still others hold that the purpose of art education is to teach skill in the use of art mediums.

The purposes of art education in the elementary school are definite. In the first place, schools recognize the purpose ultimately to develop and improve individual taste and discrimination in the selection and beautification of the environment and the articles of everyday use. Observation of our surroundings reveals many evidences of careful planning and effort on the part of individuals and community groups to eliminate ugliness and to develop the beauty of the environment. There is need for broader education in this area to satisfy the innate desire of everyone to improve his surroundings.

In the second place, schools recognize responsibility for the education of the emotions. Increasingly, schools appreciate the need for helping each child to find a medium which will best express his reactions to living. Art is a channel through which individuals may find release for their emotions. Many persons find art mediums satisfactory for experimentation and creative expression.

Wide divergence of thinking exists about the methods of working to achieve these purposes. Certain teachers believe that children should work with art mediums without suggestion or interference. Others think the way lies in the teaching of principles or appreciation. Recently the idea has been growing that mediums and tools particularly suited to children's interests are essential to the attainment of these purposes.

Although there is general agreement that the education of the emotions and the development of good taste in dress, in arrangement of environment, and in selection of commodities, are requisite for a well-educated individual, it is not to be taken for granted that all educators are sufficiently convinced of this to insist upon providing the means of insuring these outcomes for boys and girls in the public schools. It would seem, then, that there is a critical need for art educators to seek agreement on a truly valid method for accomplishing these purposes.

Professional literature offers a number of devices for measuring art interest and skill, but so far no sure means of measuring ability, achievement, or expectancy has been developed. Much of the thinking in the field has been supported by opinion rather than by scientific findings. For this reason it seems that a further study of the kind of art to be taught and how to present it might be based upon recent knowledge of the growth and development characteristics of children of various age groups.

In studying the growth characteristics of children, one finds numerous similarities in the developmental pattern. It is apparent, too, that not all children reach the same stage of growth at the same chronological age. Various factors enter into the causes for variation. The summary of growth and development characteristics which follows has been condensed for the sake of brevity. Enough differences in characteristics appear to justify the conclusion that all children who are six chronologically are not ready for the traditional first grade. Many characteristics of growth and development remain unchanged over a period of two or three years in some children. For the purposes of this discussion, the various growth levels have been set off as

(1) the five-, six-, and seven-year-olds, (2) the eight- and nine-year-olds, (3) the ten- and eleven-year-olds, and (4) the twelve-, thirteen-, and fourteen-year-olds.

Characteristics of five-, six-, and seven-year-old children:

1. Pronounced physical growth, with emphasis on development of the large muscles is noted. Increased skill in co-ordination of the simple motor activities is acquired. Vision tends toward far-sightedness. Children seem indefatigable, although they actually tire easily. Boys are usually stronger than girls, but girls are often more highly developed in certain muscular controls. Investigating, handling, and manipulating are characteristic.

2. In mental development, this group is interested in exploration and experimentation and remarkably curious about things in the environment. Interest span is short, although there is much learning at this period. Comprehension of space, time, and number concepts is undeveloped. The "here and now" is most important. The inter-

Some implications for art experiences for five-, six-, and seven-year-olds:

1. Materials and tools easily handled by children are needed. Work requiring fine muscular co-ordination should not be required of these children. They should do work which may be completed in a short time. All materials should be large enough to suit their stage of eye development.

Appropriate materials are very plastic modeling clay, calcimine paints, large paper, and bristle brushes one-half inch to one inch in width. Easels are best for painting. Suggested activities are simple flower arrangement, spatter printing, or potato printing. Such experiences are in strong contrast with working on 6" x 9" newsprint, using small wax crayons, or working with water-color boxes and No. 6 or 7 brush.

2. These mental characteristics imply the need of mediums with which it is possible to explore, experiment, and accomplish results easily within a short time. Techniques should be simple and include few steps. Experiences should allow for use of imagination and dramatic interest.

For example, when a horse is

ests of these children concern themselves. They are imaginative. Dramatic and sensational situations are enjoyed. Differences are more perceived than likenesses. Judgments are influenced by likes and dislikes. Steady growth in reasoning power is attained through this period. Memory is evidenced in major points, but not in details. A definite increase in verbal expression is noted.

3. The social development of this age-group is such that the child is generally interested in satisfying himself. Contact with members of the group is maintained so long as it is satisfying. Little self-consciousness is apparent. Strong desire to belong to a group and to achieve group status is evidenced, as is a desire for responsibility. An interest in other children is developing.

4. In emotional development, five-, six-, and seven-year-olds have a strong desire for affection and help. They are easily upset. Strong dislikes and likes are often shown.

modeled in clay, it may be formed into a very spirited animal by arching the neck and making a swishing tail. Calcimine of proper consistency should be provided in a variety of bright colors, well balanced in dark and light, so that a child who might be painted into the picture could have a pattern on her dress, long blond curls, and other colorful details.

3. These social characteristics imply a need for opportunities to share experiences, materials and tools, and to discuss activities and experiments. These children enjoy talking about their work and relating experiences pertaining to it. Certain responsibilities for caring for materials and tools can be assumed by them. Placing finished clay pieces on the drying shelf, putting away extra clay, and wiping the clay table are activities these children like and can be helped to do well. Such procedures are in sharp contrast to the old routine of passing paper and taking out crayons with which to draw.

4. These characteristics indicate the need for building positive attitudes in the children toward their own efforts and those of others. The teacher should be alert to give help and assistance at crucial times. For example, in clay modeling, when the horse's legs collapse

under the weight of its body, the teacher may suggest thick legs and front or back legs that are not separated. She guards the child against the feeling of failure. Assistance need not always be given through demonstration; suitable visual materials are also of help. The teacher gives careful thought to ways of evaluating, keeping in mind the possible effect on the child whose work is being evaluated.

The eight- and nine-year-olds, usually in the third and fourth grades, show many similarities in their characteristics:

1. Physical development shows a stable rate of growth. Development of small muscles is significant. Boys have more physical strength than girls. A great amount of physical energy is expended, with less tiring than in the younger group.

2. The mental development shows an increase in interest span. A perception of space is beginning

Some implications for art experiences for the eight- and nine-year-old group:

1. The mediums used in the younger age-group should be continued, but new and more refined uses should be introduced. In calcimine painting, for example, more detail may be used, such as plaid designs on clothing, grouping of figures, and the like. A more detailed use of colored "slip" on clay figures is another step. The better muscular co-ordination that is developing lends itself to an improved use of tools. More assurance can be developed through a better command over familiar mediums. Longer work periods will be helpful.

2. More complicated processes and procedures will interest children at this level of development,

to develop. More interest is shown in other people and other times. The realistic and imaginative are both enjoyed. Comparisons are more easily seen. "Why" questions are more frequent. Simple generalizations based on experiences are made. Memory begins to be organized around clues.

such as the use of colored "slip" on clay models. The increased interest span and the ability to make comparisons imply the need of greater variety in mediums, tools, and activities. Mounting of pictures, arrangement of science table, labeling of collections, and similar enterprises are new experiences that embody art principles. Imaginative, creative expression in painting is enjoyed: as the effect of fog enshrouding the landing of a plane. Such activities differ essentially from filling in squares with color to make "designs" that have no connection with any need of the child or any use after they are made.

3. In social development, this group shows an interest in group games and competition. The idea of group leaders develops. Group approval is sought. Individualism is often dominant. A beginning of divergence of interests of boys and girls is evident. Close friendships develop.

3. Group experiences in the art area will help raise the standards of accomplishment of the group. Children can help each other, as in the case of the small boy who thought his painting was ruined because the girls' legs were "too fat and funny." The little girl painting next to him said, "Put a fence in front of the girls," which he accordingly did. This incident happened while a whole group was painting. If all the children had been drawing at nailed-down seats and not allowed to speak a word, this could not have occurred.

4. The emotional development of eight- and nine-year-olds shows a love of play, games, and entertainment. Collecting is an interest.

4. Awareness of personal inadequacies is a most important factor in this stage of emotional development. Many teachers have noted a

Awareness of personal inadequacies is a significant development.

lessening of interest in art experiences as well as lowering of standards of accomplishment. The "child artist" emerges, attracting a spotlight of recognition. The others too easily fall back and are afraid of doing something that is not good enough. Art experiences should be made enjoyable and successful for all the children. Failure due to inability to handle a particular medium should not be allowed to occur. Instead, a sufficient variety of experiences should be provided to give opportunity for success to all children in the group.

Techniques should be taught when the need is felt; for example, when studying the market, problems such as how to draw people in front of the fruit displays, how to make a turnstile that is not turned up on the wall. Some children at this level will not feel this need; others who do should be diverted from being caustically critical.

Growth characteristics of ten- and eleven-year-old children, usually in the fifth and sixth grades:

1. Physical development shows a decrease in rate of growth and absence of strain from growing. Many girls begin the puberal cycle. They are often taller than the boys.

The implications for art become even more important in the ten- and eleven-year-old stage of development, because of the more complex emotional reactions evident at this period:

1. Due to the decrease in rapid physical growth and the increase in muscular co-ordination, children of this group are able to use tools and materials that require steady and

Body control is improved. Muscular skill and strength are developed.

2. The mental characteristics show increased development in the concepts of time, space, and number. Historical and scientific interests emerge. More abstract thinking is done. Accurate and scientific knowledge is sought. Increased ability to make comparisons and to see differences is noted. Thinking in terms of cause and effect is improved. Ability to follow directions increases. The attention span is longest in relation to activities that are especially liked. Expression through language becomes easier and more creative.

controlled hand movements. A number of crafts requiring skillful use of tools may be introduced. Block printing, simple wood carving, weaving, sewing and binding books, making balloons and gliders, are well within the interests and capabilities of children of this group.

2. These mental characteristics imply an interest in historical development. The children want to know how things came to be as they are. Studies of beginnings are interesting. Such studies call for a vast amount of the best visual material available. Good reproductions of fine paintings, architecture, and the like, are more meaningful than before. Scientific studies are of special interest, particularly those involving experiments. Use of graying colors and perspective fit well here. With the increased ability to carry out detailed directions, more complicated activities are possible and desired. This group needs particularly to find ways of presenting research findings in chart and exhibit form. Good lettering, an understanding of suitable color schemes, and principles involved in making effective arrangements are necessary for outstanding presentation.

Art experiences should be challenging from the point of view of possibilities in experimentation. Suitable visual materials and demonstrations are helpful in acquiring techniques.

3. Social development of the ten- and eleven-year-old is characterized by interest in more complex group organization. Team games and sports are a dominant interest, with competition often stronger than co-operation. The response to authority is lessened, due to an attitude of independence toward custom. Child-made rules are better understood and followed. Boys and girls are often disdainful of each other. Those at the beginning of puberty form cliques. Group loyalty and school spirit are pronounced.

4. Characteristic emotional development of the ten- and eleven-year-old child shows interest in competition and developing skill. Interest in exploration as well as reading in the realm of adventure, mystery, and invention motivates acts of daring. Girls become more interested in social life. Day-dreaming, jealousy, boasting, quarreling,

3. In the handling of the art mediums there is much opportunity for developing fine social-living situations, such as working in small groups and contributing to the whole group. In sewing a book, those who complete certain steps may assist the teacher in helping slower pupils. Rich possibilities may be found in the already-mentioned arrangement and presentation of such materials as research findings; for example, how flax was first made into linen. Since competition is a dominant interest, there is need for children to understand how fine standards of workmanship, precision, and the like, should be the outstanding qualities of an endeavor for the progress of the group as a whole. In block printing, children of limited ability should be helped to success through suggesting simple designs to facilitate the cutting of the blocks. Children of limited ability often have tremendous ideas that need to be kept within their range of execution.

4. In the art area much can be done to stabilize emotional development during the ten- and eleven-year-old stage of growth. The challenge to the teacher is more complicated because of the divergence of interests in boys and girls. However, there are ways of meeting the challenge after becoming thoroughly acquainted with the com-

and similar traits, are particularly noticeable in some children during this stage. Certain children are easily aggravated; others seem to enjoy the role of aggravator.

position of the group. Careful consideration should be given to the capabilities and achievements of a class. Mediums and processes should be provided in variety. Experiences should be kept moving rather than allowed to become static. In departmentalized situations where the art is taught by a special teacher, the interest span is often broken and enthusiasm diminishes. The tempo set by the capabilities of any given group in this level of development should be maintained in the art as well as in social studies or any other area. Mediums may include water color, colored chalk, inks, linoleum for carving and printing, weaving materials, clay, plastics, and so forth.

Twelve-, thirteen-, and fourteen-year-old children show growth characteristics that are unique in the pattern of development:

The implications for art during this significant period of development are singularly important. Perhaps the needs that are implied are made more serious by the fact that so little is being accomplished or attempted through the area of art experience. The possibilities are rich and many:

1. The physical development shows this to be a period of rapid growth although individual rates vary. Generally, girls mature before boys by about two years. Although these children are active they show tendencies to sudden fatigue. Motor co-ordination seems

1. Due to disturbances in motor co-ordination, art activities should encompass a variety of possibilities and degrees of accomplishment. The crafts lend themselves very well because of the range in types of processes. Experiences should vary at intervals to give variety of

disturbed and manifests itself in awkwardness.

2. Mental characteristics show the influence of past experience on the maturity level. Interests are broadened. This group shows growing ability to make generalizations and increased interest in reality. Notable is the improved ability in making comparisons, seeing casual relationships, making judgments, and following directions. Interest in an activity determines the length of the attention span.

opportunity to more children. For example, the making of a tied book for a photograph album or scrap-book embodies processes unlike modeling and casting a mold, or painting a still life. All three activities should be included but no one should be experienced exclusively for a long period of time.

2. Since interests broaden considerably and are concerned with reality during this period, types of art experience should be varied and have to do with the life of the particular group. A careful check should be kept on the degree of interest in each art experience. For example, children of this age like to make things they can use, give, or sell. Leather work, textile enrichment, work in plastics are suitable. Designs may be influenced by environment; as, desert plant designs in desert schools as compared with marine motifs where children live near the sea. Teachers complain of the lack of interest in art, particularly in boys. A teacher asked a supervisor to teach the techniques involved in a "problem" she had set up. The problem: To draw window panes with birds flying across as though the artist were looking through a window. The activity was to be an outgrowth of a study of local bird life. Charcoal, white drawing paper (18" x 24"), and drawing boards (19" x 26") were the medium and the tools.

The class was a robust, well-developed group, predominantly boys. Some were too big to fit their seats. Some had fuzz on their faces. After a degree of rapport was established, the boys asked for help in drawing airplanes, such as those which often passed over the school for a nearby airfield, in perspective and "so they looked shiny."

3. A distinct broadening of social interests occurs during this period. Physical activities are important. Children of this level make decisions and accept responsibility. In turn, there is resentment toward regulations and restrictions in which they see no reason. Sex consciousness is evident. Self-consciousness is manifested in many ways. Children of this age try to be like adults.

4. Twelve-, thirteen-, and fourteen-year-olds have definite feelings toward adults and strong likes and dislikes. They are self-conscious and supersensitive. Sometimes they are said to be emotionally unstable. Girls are verbal in expression of their feelings. Boys tend toward physical show of feeling. The intensity of feeling is revealed in extremes of attitude; as, rapid change from gaiety to depression. Esthetic interest is increased, deepening the appreciation of beauty.

3. The social interests and adult attitudes of this group imply a definite kind of content for the art curriculum. Activities of worth to adolescents and procedures with an adult quality should be presented. Processes involved should insure success according to individual capacities.

4. The important implication in this stage of emotional development is the attitude toward adults. Often teachers who are too sure that they "know best" impose tasks that cause serious friction between themselves and the children. It is necessary for the art teacher, whether a special or a regular teacher, to meet this group of pupils on their own ground. A successful experience is reported in which the special teacher acted as a consultant to a group of eighth-graders working in ceramics. For the benefit of those who did not

think they would enjoy such a study, the group discussed what they thought they would gain by the study. Prospective values ranged from "something better than spelling or arithmetic" and "better than being in so-and-so's class" to "an understanding of the pottery industry." As the possibilities were set up by the group itself, those less interested were willing to make a sportsmanlike try. Since life contains many activities to be undertaken but not particularly desired, the situation was normal and so were the outcomes.

The possibilities of art education in contributing to well-rounded and wholesome growth and development for boys and girls are challenging and significant. Many outcomes have not been listed but rather implied, for example, the knowledge gained from the use of materials and tools. The discovery of one's career interest is another possible outcome. Evaluation, as such, is too large a topic to be discussed here, except to say that its purpose always is to help the individual to improve and to grow. It is important that a child's work be measured in relation to his capabilities rather than to that of other members of the group.

Art education has vast possibilities in furthering the larger purposes of education. To develop discriminating tastes and appreciations of the beautiful, to help educate the emotions, to provide a means of expression, and generally to improve everyday human living are all within the scope of art education.

FOLK SONGS OF THE UNITED STATES FOR ENRICHED SOCIAL LIVING

Selected from Many Sources by THE CO-OPERATING GROUP IN MUSIC
of the CALIFORNIA SCHOOL SUPERVISORS ASSOCIATION,
Southern Section, 1945-47 ¹

The Co-operating Group in Music of the California School Supervisors Association, Southern Section, held its first meeting in Los Angeles in May, 1945.

Lively discussion ensued almost immediately in response to two questions launched by the chairman: "Are the children in our schools identifying themselves with their own United States through the songs they sing?" and "If our children of today, who will be the travelers of tomorrow, were asked by the people of some other country what songs were typical of the United States, could they give an intelligent answer? Could they sing even one song and be sure it was representative of our culture?"

Twenty-two music supervisors from southern California who attended that first meeting set for themselves the task of

¹ MRS. LILLIAN MOHR FOX, supervisor of music, Pasadena public schools, chairman; BERENICE BARNARD, supervisor of music, Ventura County; MRS. JANICE WOODS BRYAN, chairman, Department of Music Education, University of Southern California; GERTRUDE CHENEY, specialist in vocal music, Riverside public schools; ORRIS L. COOK, supervisor of music, Manhattan Beach public schools; LOUIS W. CURTIS, supervisor of music (retired), Los Angeles public schools; MRS. CARMEN G. GIBSON, supervisor of music, Imperial County; MRS. BARBARA B. JAMESON, supervisor of music, San Diego County; JOSEPH W. LANDON, supervisor of music, San Bernardino public schools; LAVERNA LOSSING, supervisor of teacher training in music, University of California, Los Angeles; RUTH MARKELL, supervisor of elementary school music, South Pasadena public schools; JOSEPHINE MITCHELL, supervisor of elementary music instruction, Los Angeles County; EDITH MCCOLLISTER, director of elementary school music, Redlands public schools; PALOMA PATRICIA PROUTY, supervisor of music education, Riverside County; MRS. MINNIE LOWERY REED, Assistant supervisor of music, Long Beach public schools; LUCILLE ROSS, supervisor of music (retired), San Diego County; MRS. IRENE L. SCHOEFFLE, consultant in music education, Orange County; MARY SHOUSE, supervisor of music, Long Beach public schools; MRS. MAE KNIGHT SIDDELL, supervisor of music, Santa Monica public schools; BESSIE M. STANCHFIELD, supervisor of elementary music instruction, Los Angeles County; MRS. META W. VAN DOREN, orchestra director, Chula Vista public schools.

This Co-operating Group in Music also prepared a selected list of "California Songs and Dances to Enrich Centennial Observances," which appeared in the August, 1947, issue of the *California Journal of Elementary Education*, pp. 22-30.

answering these questions. With the conviction that in school we have seldom sung songs which did not require conscious effort by learner and teacher and, in some cases, drill; and with the added conviction that our worthy intellectual tendencies in music education have led us away from folk-feeling and spontaneous participation in the folk-ways of our own country, two major purposes were set forth and we were launched on what has proved to be a most educative enterprise.

PURPOSES OF THE ENTERPRISE

1. To compile a list of thoughtfully selected folk songs of the United States through which the youth of our country may possess, appreciate, and proudly enjoy a common stock of tradition
2. To encourage spontaneous singing of these United States folk songs in school, home, church, and community, so that our youth today, naturally and intelligently, may become the carriers of our culture to our own future generations and to people of other countries

CRITERIA FOR SELECTION

Selection of each song listed was made on the merits of the song itself, judged by

1. Appeal through mood, mode, melody, rhythm, word content, word-jingle, or alliteration
2. Simplicity for the learner
3. Conveyance of desirable values of our culture

CRITERIA FOR CLASSIFICATION

Songs were compiled in three lists, ranging in difficulty as follows:

- List I.* United States folk songs simple enough to be learned almost at first hearing
- List II.* United States folk songs simple enough to be learned after a few hearings

List III. United States folk songs with some from other countries, which through years of usage have come to be a part of the song repertory of today's youth. Patriotic songs, old favorite songs, hymns, and carols make up this basic memory list. Songs in List III may vary in difficulty and require few or many hearings, a conscious effort on the part of the learner, and some teaching.

Before the work of this committee was begun, the *Music Educators Journal* and the California State Series of music texts had brought to us a rich store of folk songs of the United States. It is most gratifying to note the numerous beautiful folk songs in many other books now coming from the press.

In selecting the folk songs according to the criteria set forth, it has been necessary to eliminate hundreds of choice songs which did not readily fall into the designated classifications. The elimination of any song from these lists should in no way discourage its use. In these selected lists there has been no attempt to choose a certain number of songs from any one part of the country. Neither has attention been given to choosing a balanced number of hymns, or other classified types.

The selections in each list are named in alphabetical order by title, followed by a brief characterization of each, in parentheses, and a tabulation of readily available publications in which the selection appears, with page references. The publications themselves are listed in a bibliography on pages 250-52, where complete volume titles and other publication data are given.

The usefulness of these song lists seems assured beyond wildest expectations. Already, even before completion of the listing, the committee members' individual efforts as supervisors in California have made these folk songs live in the hearts of thousands of children, teachers, and parents. With less formal teaching of songs and more enrichment of living through the immediate appeal and functional use of our own folk music, the United States should become a more musical nation.

LIST I

SONGS WHICH CAN BE LEARNED ALMOST AT FIRST
HEARING

- "BILLY BOY" (Southern Mountain Folk Song)
Happy Singing p. 80
Merry Music p. 163
Music Hour Series,
 Fourth Book p. 112
 Upper Grades p. 122
New American Song Book p. 86
New Blue Book of Favorite Songs p. 224
On Wings of Song p. 162
- "BOUNCE AROUND"
 (Georgia Folk Singing-Game)
Sing Out! p. 37
- "DOWN IN THE VALLEY"
 (Kentucky Mountain Song)
Music Everywhere p. 26
Music in the Air p. 181
On Wings of Song p. 185
- "FOOBA WOOPA JOHN"
 (American Folk Song)
New Music Horizons,
 Book 4 p. 35
- "FOUR IN A BOAT" (Appalachian Folk Song)
On Wings of Song p. 82
Our Land of Song p. 128
- "GO TELL AUNT RHODY"
 (Old Gray Goose)
 (American Play-party Song)
On Wings of Song p. 102
The American Singer,
 Book 2 p. 170
- "GOOD-BYE, OLD PAINT"
 (Cowboy Song)
Songs of Hills and Plains . . p. 18
Work and Sing p. 28
- "GREEN GROW THE LILACS" (American Folk Song)
Sing Out! (3 stanzas) . . . p. 236
- "HEY, LITTLE BOY!"
 (Kentucky Folk Song)
New Music Horizons,
 Book 4 p. 115
- "HIGH, BETTY MARTIN"
 (American Traditional)
On Wings of Song p. 136
- "I LOVE LITTLE WILLIE"
 (Southern Mountain Song)
Songs of Hills and Plains . . p. 34
- "JACOB'S LADDER" (Negro and White Spiritual)
Music in the Air p. 228
On Wings of Song p. 111
Singing America no. 16
Sing Out! p. 134
- "JINGLE AT THE WINDOW"
 (Traditional Singing Game)
On Wings of Song p. 26
- "THE LITTLE PIG" (Vermont Folk Song)
Folk and Art Songs,
 Book I p. 97
Our Land of Song p. 123

- "LONG HAUL SONG"
(Short Drag
Chantey)
*Folk Songs of Old New
England* p. 139
*Songs and Pictures,
Fourth Book* p. 103
Work and Sing p. 13
- "LORD, LORD, YOU'VE
BEEN SO GOOD TO
ME" (White
Spiritual)
*Singin' Gatherin' (All
stanzas except 2)* p. 48
- "THE LOST LAMB"
(American Folk
Lullaby)
*New Music Horizons,
Book 4* p. 18
- "MISTRESS SHADY"
(American Song)
Music in the Air p. 215
Our Land of Song p. 121
- "MOTHERS MAKE A
HOME" (Religious
Folk Song of the
Tennessee Hill
Country)
*New Music Horizons,
Book 4* p. 17
- "MY HORSES AIN'T
HUNGRY" (Southern
Highlands Folk
Song)
Singing America no. 19
- "NEW RIVER TRAIN"
(Early American
Song)
Sing Out! p. 48
- "NOAH'S ARK" (American
Folk Song)
Music Everywhere p. 37
Songs of Hills and Plains . p. 56
- "OLD BRASS WAGON" (In-
diana, Missouri, and
Iowa Play-party
Song)
Music Everywhere p. 105
Music in the Air p. 128
- "OLD GRUMBLER" (Old
American Singing
Game)
*New Music Horizons,
Book 4* p. 58
- "PAPER OF PINS" (I'll
Give to You a Paper
of Pins) (American
Traditional)
On Wings of Song p. 75
- "THE PAW PAW PATCH"
(Play Game Song
from Kentucky
Mountains)
Happy Singing p. 140
On Wings of Song p. 144
- "SALLY GO ROUND THE
CHIMNEY POT"
(American Game
Song)
Our First Music p. 63
- "SHUCKIN' OF THE CORN"
(Tennessee Folk
Song)
On Wings of Song p. 15
Music Everywhere p. 106
Music in the Air p. 97
Singing America no. 13
- "SINGING JOHNNY"
(American
Chantey)
Music Everywhere p. 109

- "SKIP TO MY LOU" (Old American Singing Game)
American Singer, Book 2,
 (All stanzas) p. 166
Songs of Hills and Plains
 (all stanzas) p. 11
- "SOURWOOD MOUNTAIN"
 (Appalachian Folk Song)
Singing America no. 18
- "TURN, CINNAMON, TURN" (Florida Folk-Singing Game)
Music in the Air p. 131
Our Land of Song p. 134
- "TURN THE GLASSES OVER" (Early American Tune)
We Sing p. 39
- "TRAMPIN'" (Negro Spiritual)
Great Songs of Faith p. 13
- "WE'RE GOING ROUND THE MOUNTAIN"
 (American Singing Game)
New Music Horizons,
 Book 4 p. 109
- "WHEN YOUR POTATO'S DONE" (Louisiana Folk Song)
Our Land of Song p. 127
- "WHISTLE, DAUGHTER, WHISTLE" (Early American Song)
Our Land of Song p. 8

LIST 2

SONGS EASILY LEARNED AFTER A FEW HEARINGS

- "ALL THE PRETTY LITTLE HORSES" (Negro Song)
Music in the Air p. 100
Our Land of Song p. 122
- "AT THE FOOT OF YONDERS MOUNTAIN"
 (Virginia Folk Song)
Music Highways and Byways p. 160
Sing Along p. 36
- "DE BLUE-TAIL FLY"
 (Southern Negro Song)
Songs of American Folks
 (All stanzas except 2) p. 64
- "CINDY" (Mountain Dance Song)
Songs of American Folks p. 52
Songs of Hills and Plains p. 61
- "DISTRESS" (White Spiritual) (Early American Hymn)
Americans and Their Songs p. 85
Sing Out p. 133
- "DOWN IN YON FOREST"
Ten Christmas Carols,
 Set 16 p. 2
- "THE ERIE CANAL" (Traditional American Ballad)
Music in the Air p. 26

- On Wings of Song*
(1 stanza) p. 91
- Our Land of Song*
(1 stanza) p. 114
- "HEAR THAT TOOTIN'
HORN" (Plantation
Song) (American
Slave Tune)
Lyric Music Series,
Second Reader p. 87
Third Reader p. 52
Music in the Air p. 100
We Sing p. 73
- "I WONDER AS I
WANDER"
Songs of the Hill Folk . . p. 8
- "JESUS, JESUS, REST
YOUR HEAD"
(Hardin County,
Kentucky)
Ten Christmas Carols,
Set 16 (1 stanza only) . p. 18
- "KEEP IN THE MIDDLE OF
THE ROAD" (Negro
Plantation Song)
*Music of Many Lands
and Peoples* p. 106
- "LADY 'ROUND THE LADY"
(A Singing Qua-
drille)
Our Land of Song . . . p. 140
- "LITTLE MOHEE" (Moun-
tain Song)
Lonesome Tunes p. 52
- "MAKING MAPLE SUGAR"
Indian Action Songs . . . no. 1
- "NEVER WAS A CHILD SO
LONELY" (Christmas
Carol from Ken-
tucky)
*Ballads, Carols, and Tragic
Legends*, Set 18 . . . p. 8
- "WAYFARING STRANGER"
(Religious Folk-
Ballad, U. S. A.)
Singing America no. 8

LIST 3

OLD FAVORITE, PATRIOTIC, AND SEASONAL SONGS
FROM THE UNITED STATES AND OTHER
COUNTRIES

Several hearings and conscious effort on the part of the learner will be necessary to sing most of these songs. Guidance by the teacher should be directed toward correct, thoughtful, meaningful, and dignified interpretation.

- "ALL THROUGH THE
NIGHT"
American Singer Series,
Book 4 p. 108
Music Hour Series,
Fifth book p. 4
Music in the Air p. 224
- New American Song Book* p. 151
*New Blue Book of Favorite
Songs* p. 41
Our Land of Song . . . p. 17
Singing Days p. 216
*Twice 55 Plus Community
Songs* no. 24

"AMERICA"

<i>American Singer Series,</i>	
Book 2	p. 186
Book 3	p. 200
<i>Happy Singing</i>	p. 70
<i>Music in the Air</i>	p. 211
<i>New Music Horizons</i>	
Series, Book 2	p. 1
Book 3	p. 158
Book 4	p. 180
Book 5	p. 199
<i>On Wings of Song</i>	p. 188
<i>Our Land of Song</i>	p. 189
<i>Our Songs</i>	p. 23
<i>Singing Days</i>	p. 194
<i>Tunes and Harmonies</i>	p. 178
<i>Twice 55 Plus Community</i>	
Songs	no. 1

**"AMERICA THE
BEAUTIFUL"**

<i>American Singer Series,</i>	
Book 3	p. 198
<i>Folk and Art Songs,</i>	
Book I	p. 68
<i>Happy Singing</i>	p. 86
<i>Merry Music</i>	p. 170
<i>Music Hour Series,</i>	
Fifth Book	p. 162
<i>Music in the Air</i>	p. 211
<i>New Music Horizons</i>	
Series, Book 3	p. 1
<i>On Wings of Song</i>	p. 128
<i>Our Land of Song</i>	p. 189
<i>Singing Days</i>	p. 204
<i>Twice 55 Plus Community</i>	
Songs (Stanzas 1 and	
2)	no. 5

**"THE ARKANSAW
TRAVELER"**

<i>Folk and Art Songs,</i>	
Book I	p. 26
<i>Music Everywhere</i>	p. 117
<i>Music in the Air</i>	p. 98
<i>New Music Horizons</i>	
Series, Book 5	p. 29
<i>Singl</i>	p. 90
<i>Twice 55 Community</i>	
Songs, Green Book	no. 40

"AULD LANG SYNE"

<i>American Singer Series,</i>	
Book 4	p. 100
<i>Music Hour Series,</i>	
Fifth Book	p. 32
<i>Music in the Air</i>	p. 219
<i>New American Song</i>	
Book	p. 44
<i>New Blue Book of Favorite</i>	
Songs	p. 37
<i>Twice 55 Plus Community</i>	
Songs	no. 37
<i>We Sing</i>	p. 62

"AWAY IN A MANGER"

<i>Christmas Caroler's Book</i>	p. 44
<i>Christmas Carols from</i>	
<i>Many Countries</i>	p. 80
<i>Music in the Air</i>	p. 64
<i>Noels</i>	p. 28
<i>Our First Music</i>	p. 226

**"BATTLE HYMN OF THE
REPUBLIC"**

<i>American Singer Series,</i>	
Book 5	p. 8
<i>Music Hour Series,</i>	
Fifth Book	p. 160
<i>Music in the Air</i>	p. 221
<i>New American Song Book</i>	p. 105
<i>New Blue Book of Favorite</i>	
Songs	p. 12
<i>New Music Horizons</i>	
Series, Book 5	p. 80
<i>Singing Days</i>	p. 219
<i>Twice 55 Plus Community</i>	
Songs (2 stanzas "Mine	
eyes," and "In the	
beauty")	no. 94

**"BLOW THE MAN DOWN"
(American Sailor
Chantey)**

<i>American Singer Series,</i>	
Book 4	p. 103
<i>Music in the Air</i>	p. 173
<i>New American Song Book</i>	p. 69
<i>New Blue Book of Favorite</i>	
Songs	p. 224
<i>Singing Days</i>	p. 206
<i>Twice 55 Plus Community</i>	
Songs	p. 52
<i>We Sing</i>	p. 62

"BRING THE TORCH,**JEANETTE, ISABELLE"**

- Christmas Carols from*
Many Countries p. 4
Music in the Air p. 68
Music of Many Lands and
Peoples p. 170
Noels no. 107
We Sing p. 35

**"CHRIST WAS BORN ON
CHRISTMAS DAY"**

- Christmas Carols of Many*
Countries p. 40
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